



VALIDATING THE PACTE TRANSLATION
COMPETENCE MODEL - RESULTS OF AN
EXPERIMENT

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the underlying system of knowledge required to translate

- ✓ Expert knowledge
 - ✓ Predominantly procedural
 - ✓ Comprising different inter-related subcompetences
 - ✓ Important strategic component
-
- ❑ 'Expertise' is defined in terms of:
 - ✓ years of experience translating
 - ✓ translation as a primary source of income

EXPERIMENTAL UNIVERSE

- Professionals working with foreign languages

SAMPLE

- Expert translators (35)
- Teachers of foreign languages (24)

- Knowledge about translation
- Efficacy of the process
- Decision-making

- Instrument:
 - Questionnaire on knowledge about translation
- Indicators:
 - Dynamic index
 - Coherence coefficient

☐ Questionnaire

- Static and Dynamic items

- ✓ Static: linguistic and literal concept

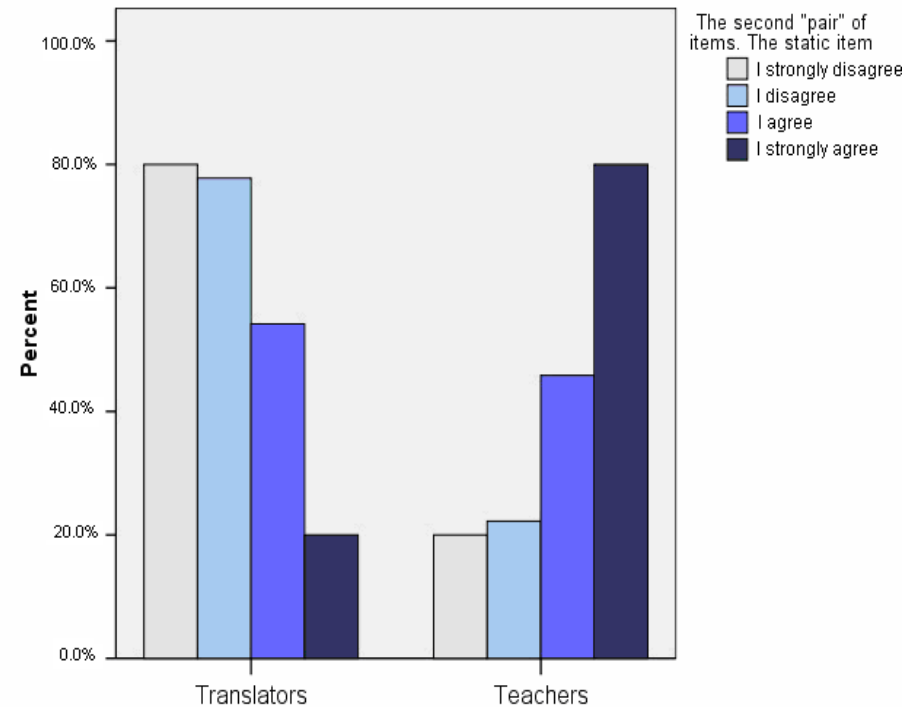
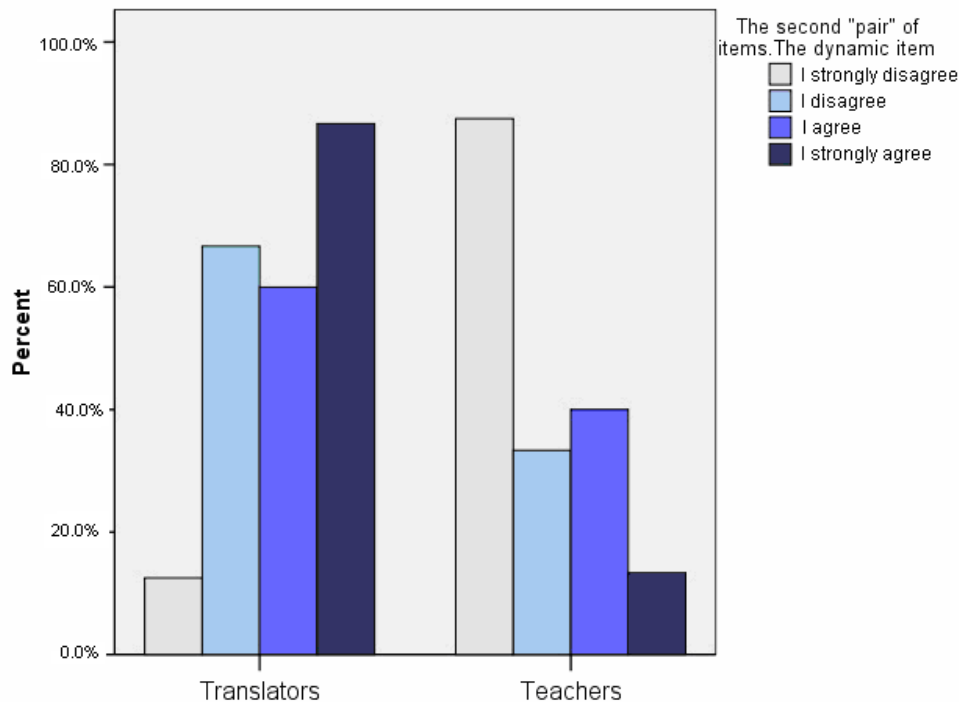
- ✓ Dynamic: textual, communicative y functionalist concept

☐ Selection of 5 pairs of items

Translation method

Dynamic item : "A text should be translated in different ways depending on who the target reader is".

Static item: "The aim of every translation is to produce a text as close in form to the original as possible".



Differences between the two groups of subjects

Groups	Mean	Median	Máx.	Mín.
Translators	0.273	0.200	0.900	-0.200
Teachers	0.088	0.150	0.625	-0.400

Conclusion:

The dynamic index of the translators is significantly higher than that of the teachers, i.e. the translators have a more dynamic concept of translation.

KNOWLEDGE ABOUT TRANSLATION

Coherence coefficient

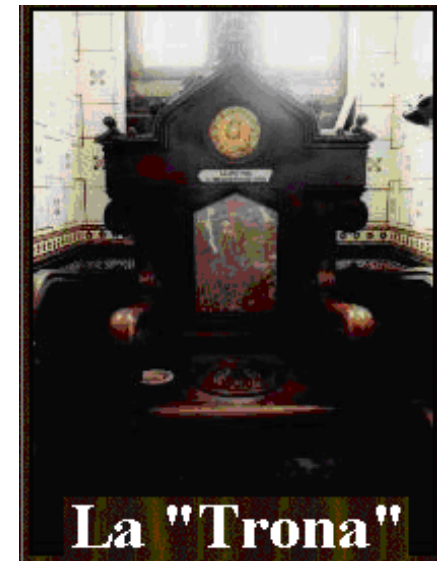
Groups	Mean	Median	Máx.	Mín.
Translators	0.37	0.50	1.00	0.00
Teachers	0.27	0.50	0.50	0.00

Conclusion:

There is no significant difference between the coherence coefficient of translators and teachers , i.e. both translators and teachers are coherent in their concept of translation.

- Instrument:
 - Translations
 - Direct observation charts
 - Proxy and Camtasia recordings
- Indicators:
 - Acceptability of solutions
 - Total time taken
 - Time taken at each stage

La Plana Novella es una antigua heredad adquirida por el Indiano Pere Domenech i Grau en 1885 que se encuentra en una pequeña planicie en el centro del Parc Natural del Garraf y pertenece al municipio de Olivella. La Finca fue declarada colonia agrícola 10 años más tarde por el gobierno alfonsino, pero de aquella época perdura una leyenda de desenfreno y dilapidación que hizo desaparecer la fortuna del americano. El estilo arquitectónico del Palacete es ecléctico, es decir que mezcla diferentes estilos. La geografía comarcal de Cataluña lo califica de "Castillo de Bambalinas" como si fuese un decorado de teatro. Sin ningún tipo de duda la construcción estilísticamente más original del Palau Novella es el lavadero gaudiniano, pero una de las piezas más características y llamativas del Palau es la comuna, conocida como "la trona".



THREE PARAMETERS:

- meaning of the ST
- function of the TT
- use of language

- **ACCEPTABLE SOLUTION (A)**

Activates all relevant connotations in the ST

- **SEMIACCEPTABLE SOLUTION (SA)**

Activates some of the relevant connotations in the ST and maintains the coherence of the TT

- **NON-ACCEPTABLE SOLUTION (NA)**

Does not activate any of the relevant connotations in the ST or those that it does activate are not coherent



ACCEPTABILITY Categories

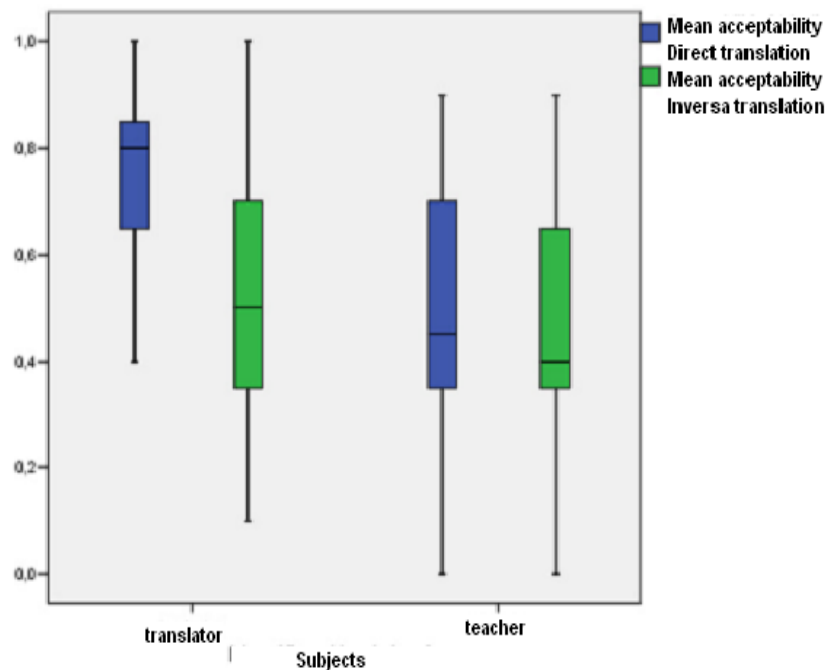
Meaning	Function	Language	Category	Numeric value
A	A	A	A	1
A	A	SA		
A	SA	A		
A	SA	SA		
SA	A	A		

A	A	NA	SA	0.5
A	SA	NA		
A	NA	A		
A	NA	SA		
SA	SA	A		
SA	SA	SA		
SA	A	SA		

A	NA	NA	NA	0
SA	SA	NA		
...				

ACCEPTABILITY Results

		Subjects	
		Translators	Teachers
Acceptability	Mean	0.73	0.49
Media Direct	Median	0.80	0.45
Acceptability	Mean	0.52	0.48
Mean Inverse	Median	0.50	0.40



ACCEPTABILITY Results

TRANSLATORS

DIRECT TRANSLATION			INVERSE TRANSLATION		
Ranking		Mean acceptability	Ranking		Mean acceptability
1	TRI12	1.00	TRI12		1.00
2	TRF10	1.00	TRF5		1.00
3	TRI8	1.00	TRA4		1.00
4	TRI7	1.00	TRF10		0.80
5	TRI3	1.00	TRF4		0.80
6	TRF4	0.90	TRF2		0.80
7	TRI14	0.90	TRI14		0.70
8	TRI4	0.90	TRA3		0.70
9	TRF8	0.90	TRA2		0.70
10	TRA3	0.80	TRA9		0.70
11	TRI1	0.80	TRI13		0.70
12	TRI11	0.80	TRI1		0.60
13	TRF11	0.80	TRI11		0.60
14	TRI15	0.80	TRF11		0.60
15	TRF6	0.80	TRI6		0.60

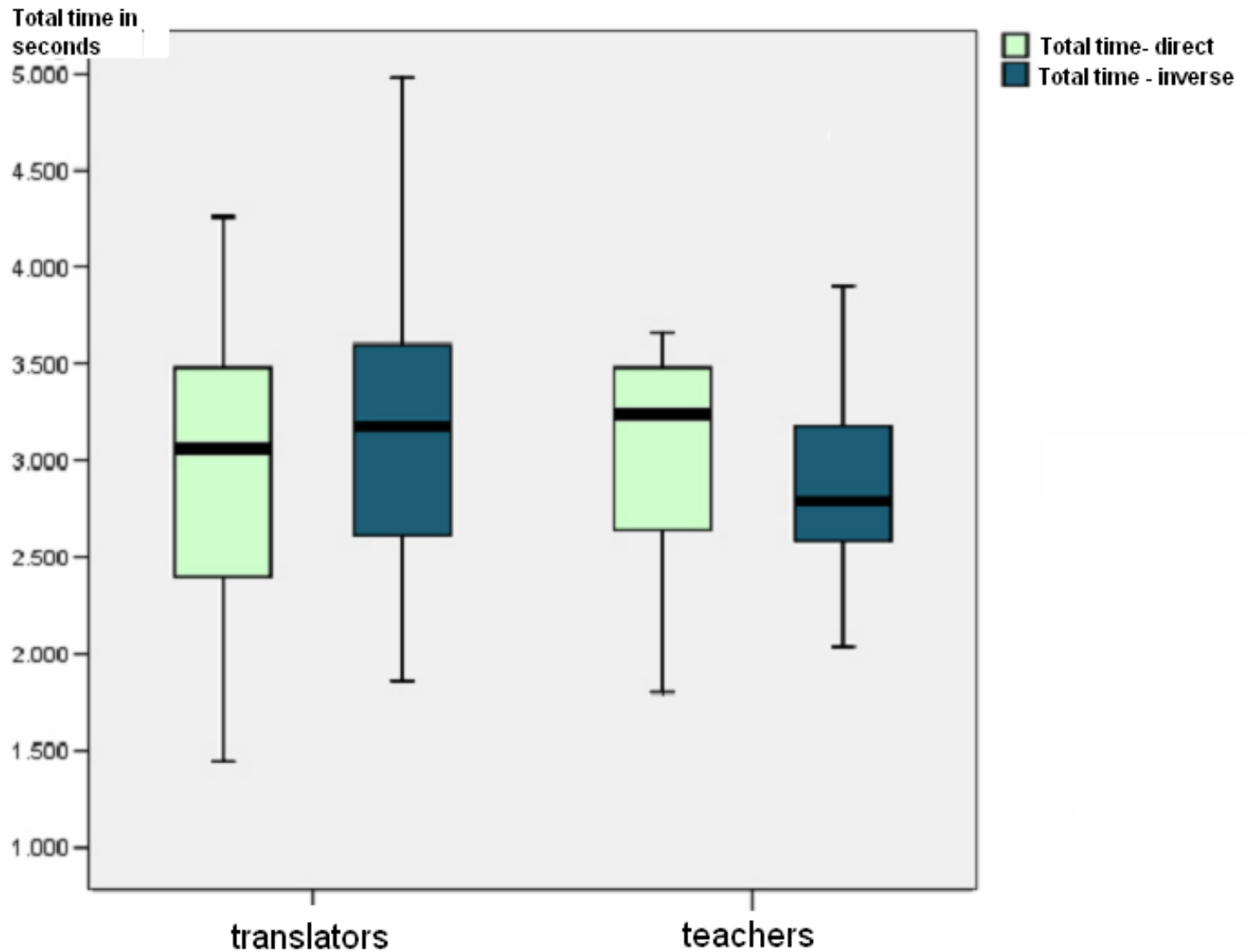
TEACHERS

DIRECT TRANSLATION			INVERSE TRANSLATION		
Ranking		Mean acceptability	Ranking		Mean acceptability
1	PI9	0.90	PI1		0.90
2	PI1	0.80	PI9		0.80
3	PA7	0.80	PF5		0.80
4	PI8	0.80	PA7		0.70
5	PI7	0.70	PA4		0.70
6	PF6	0.70	PF2		0.70
7	PI2	0.70	PA5		0.60
8	PA4	0.60	PI8		0.50
9	PA6	0.60	PI3		0.50
10	PF8	0.60	PI4		0.50
11	PF4	0.60	PA2		0.50
12	PF7	0.50	PI7		0.40
13	PI5	0.40	PF6		0.40
14	PI6	0.40	PA6		0.40
15	PI3	0.40	PF7		0.40

ACCEPTABILITY Results

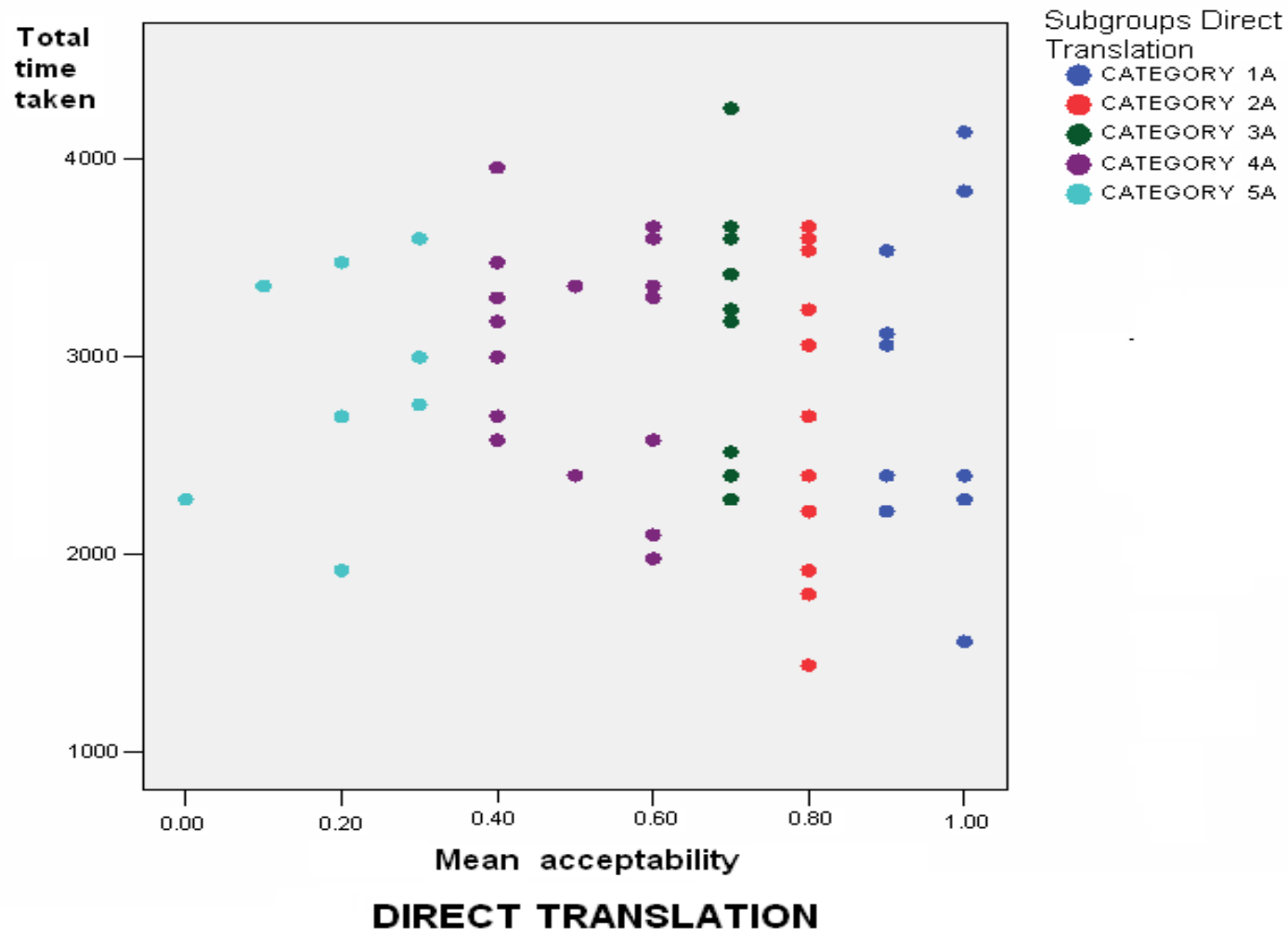
Ranking		Mean acceptability TOTAL
1	TRI12	1.0
2	TRF10	0.9
3	PI1	0.85
4	TRF4	0.85
5	PI9	0.85
6	TRF5	0.8
7	TRA4	0.8
8	TRI14	0.8
9	TRF2	0.75
10	TRA3	0.75
11	PA7	0.75
12	TRA2	0.7
13	TRA9	0.7
14	TRI1	0.7
15	TRI11	0.7
16	TRF11	0.7
17	TRI8	0.7
18	TRI15	0.65
19	TRF6	0.65
20	PI8	0.65

TOTAL TIME TAKEN



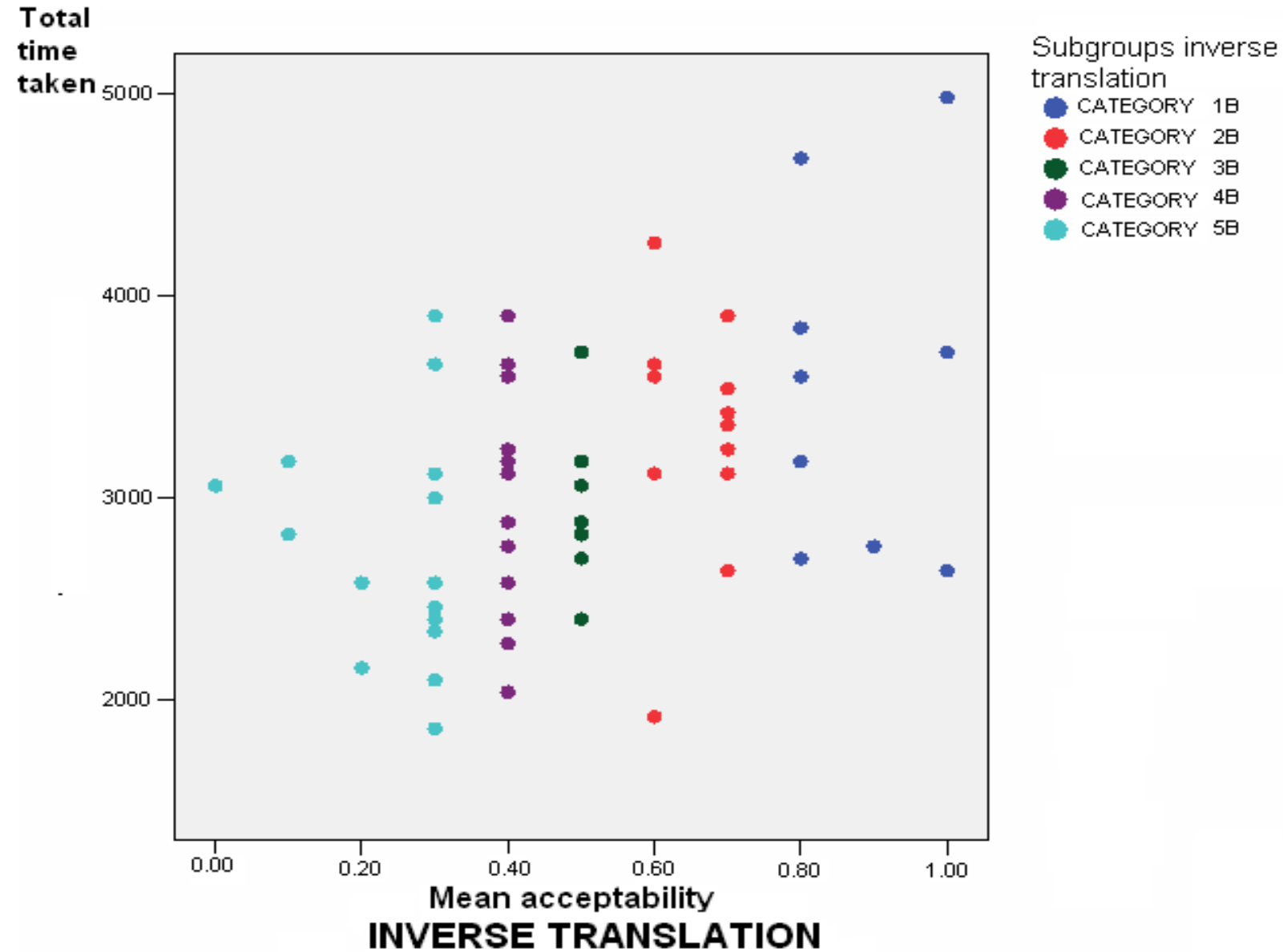
TOTAL TIME TAKEN + ACCEPTABILITY

Direct translation



TOTAL TIME TAKEN + ACCEPTABILITY

Inverse translation

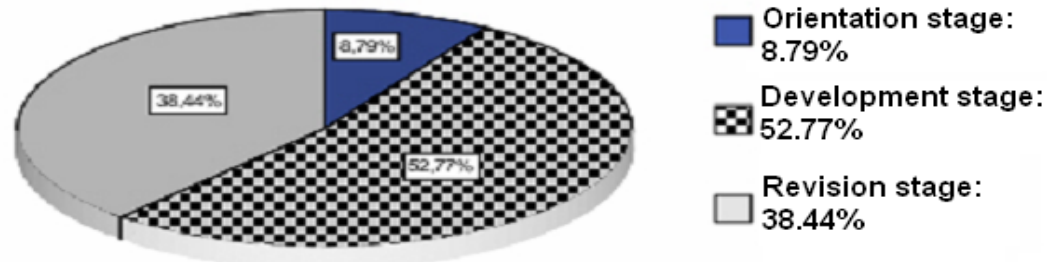


TIME TAKEN AT EACH STAGE

Direct translation

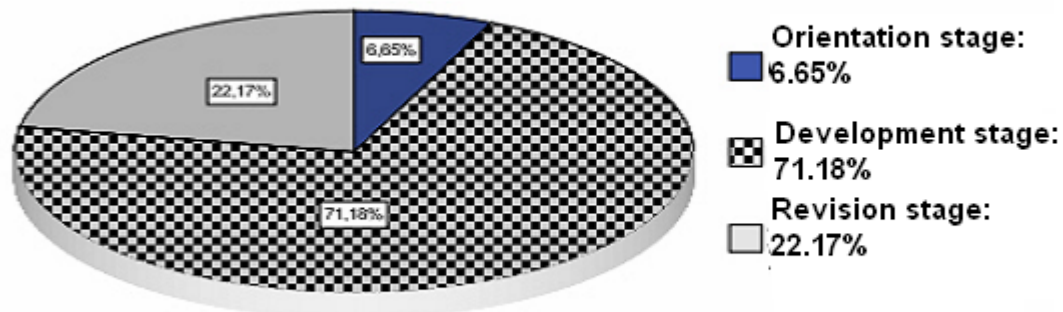
Translators:

mean percentage of time taken at each stage: Direct translation



Teachers:

mean percentage of time taken at each stage: Direct translation

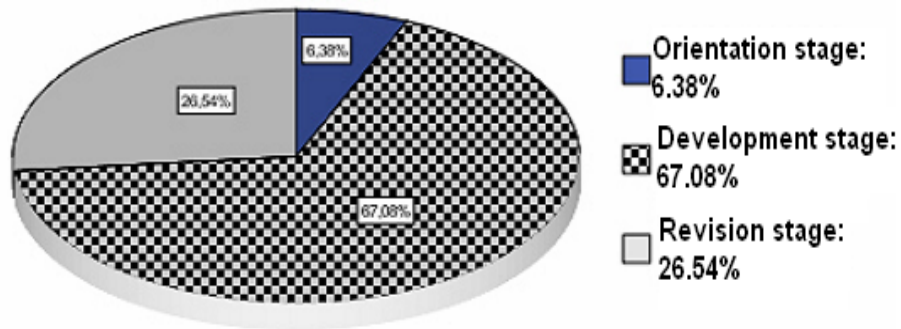


TIME TAKEN AT EACH STAGE

Inverse translation

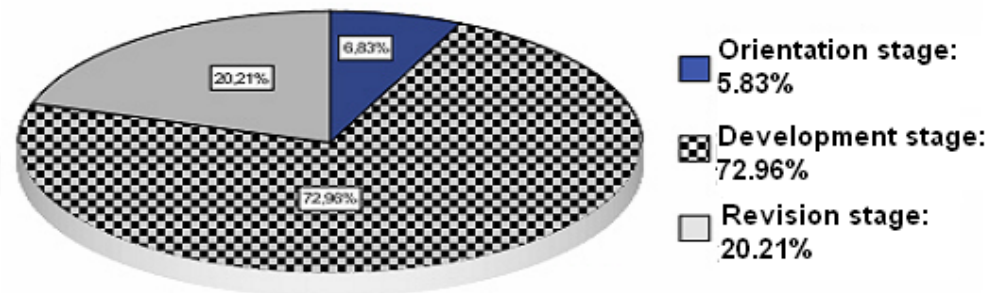
Translators:

mean percentage of time taken at each stage: Inverse translation



Teachers:

mean percentage of time taken at each stage: Inverse translation



■ Instrument

- Translations
- Direct observation charts
- Proxy and Camtasia recordings

■ Indicators

- Types and sequences of actions
- Acceptability of results

ACTIONS

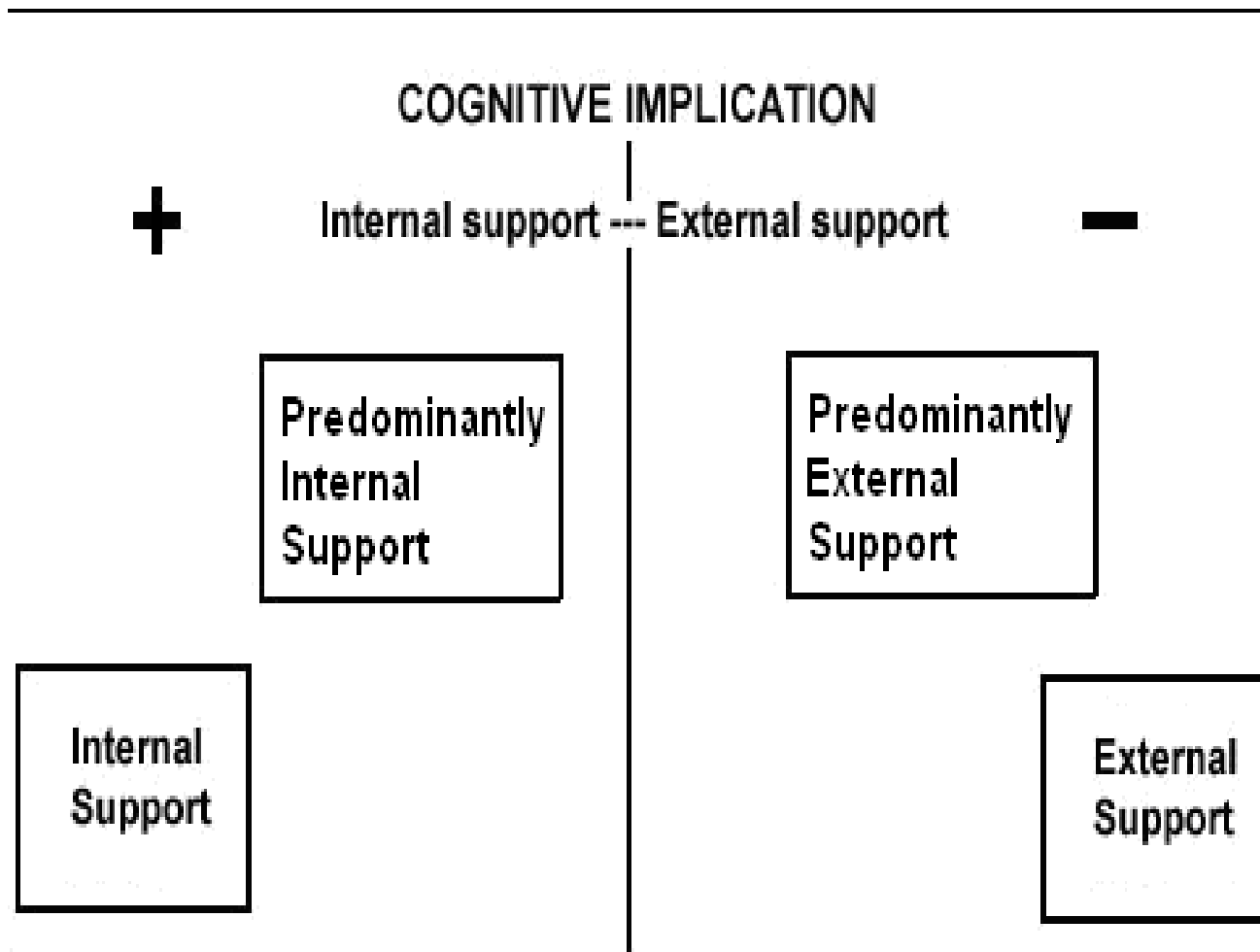
PS: Provisional solution

DS: Definitive solution

CON: Consultation

- **CON BL** : in non-specialist bilingual dictionaries, specialist dictionaries and glossaries, bilingual and multilingual data bases in general (greater measure of external support).

- **CON AL**: All others (greater internal support)



■ INTERNAL SUPPORT

e.g. DS – CONⁿ

■ PREDOMINANTLY INTERNAL SUPPORT

e.g. PS - CON AL - CON AL - CON BL (NC) - DS

■ PREDOMINANTLY EXTERNAL SUPPORT

e.g. PS - CON AL- CON AL- CON BL (C) – DS

■ EXTERNAL SUPPORT

e.g. CON BL (C) – DS ; CON BL (C) – DS - CONⁿ

- **External Support** is used both by translators (17.8%) and teachers (16%)
- **Predominantly External Support** is used more often by translators (25%) than teachers (15.6%)
- **Predominantly Internal Support** is more often used by translators (39.6%) than by teachers (28.4%)
- **Internal Support** is used more often by teachers (35.6%) than by translators (16.8%)

In general, Predominantly Internal Support leads to more acceptable solutions:

■ **Translators:** 58% acceptable
11% semi-acceptable

■ **Teachers:** 45% acceptable
13% semi-acceptable

- DECISION-MAKING (DIRECT TRANSLATION)
- IDENTIFICATION OF PROBLEMS
- TRANSLATION PROJECT

+ TRIANGULATION OF DATA

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